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JOURNAL OF EDUCATION

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JANUARY 16, 1933

The Nation's Destiny Rests With the Schools

DAVID A. WARD

The High School Serves Three Groups

RIDGLEY C. CLARK

The Teacher's Place in the Sun

BARTON MORGAN

The Challenge of the Slow Child

WILLIAM T. BENTLEY

Craven County Stresses Guidance

R. S. PROCTOR

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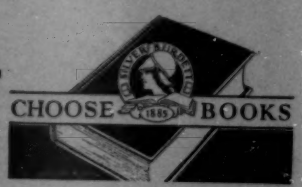

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JOURNAL OF EDUCATION

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Managing Editor

Table of Contents

JANUARY 16, 1933

EDITORIALS:—
The God of the Hour 33
Bookman to Statesman 33

BELDING'S PAGE 34
Doing the Impossible 34
Freedom of the College Press 34
What the Public Can Afford 34

NATION'S DESTINY RESTS WITH SCHOOLS 35
By David A. Ward

HIGH SCHOOL SERVES THREE GROUPS 36
By Ridgley C. Clark

THE TEACHER'S PLACE IN THE SUN 39
By Barton Morgan

THE CHALLENGE OF THE SLOW CHILD 40
By William T. Bentley

CRAVEN COUNTY STRESSES GUIDANCE 41
By R. S. Proctor

THE SCHOOL FORUM 42
By S. Monroe Graves

OUR NEED TODAY (Poem) 43
By W. H. Holmes

BOOK TABLE 44

THE NEWS DIGEST 45

GRINS BETWEEN GRINDS 49

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Flinty Times Yield Light

To borrow a word from Wall Street, the public is somewhat "bearish" toward education, these days. If you as a worker in the schools have felt your own faith in the importance of education slowly weakening under pressure, read Superintendent David A. Ward's "The Nation's Destiny Rests With the Schools." A few pages farther on in this issue, Barton Morgan of Iowa State Teachers College strikes a consonant note: "The Teacher's Place in the Sun."

•

Clear thinking on the functions of the modern secondary school has been done by Superintendent Ridgley C. Clark (Connecticut), who writes under the caption, "The High School Serves Three Groups." Perhaps the high school has not sensed its triple stewardship any too well, or been able yet to carry out its purpose with full-orbed completeness. This is not a time when ideal programs can be achieved, but there is no law against constructive thinking at any time. Such thinking may get over into action.

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Principal William T. Bentley (Massachusetts) contributes "The Challenge of the Slow Child." He believes a reasonable amount of individual attention can be accorded even in a crowded classroom — depending on the teacher's attitude and way of handling the situation.

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Speaking of individual attention—guidance of each pupil has been made the guiding star of the schools in Craven County, North Carolina, under Superintendent R. S. Proctor. He reports upon this experiment. See "Craven County Stresses Guidance."

•

Not often is reference made in this column to our editorial pages. An exception now and then may be permissible. Do not overlook Dr. Winship's "The God of the Hour." The name of this "god" is quite familiar. His worship has a profound significance for YOU — the man or the woman of the hour, perchance. Belding's Page, likewise, holds timely suggestions for educational leaders.

THE PUBLISHERS.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

The God of the Hour

THE world crisis will meet its severest test in the final result of school costs.

The demand for educational statesmanship is likely to place a new responsibility upon civilization.

The cost of education, public, private, and parochial, must be considered seriously by everybody everywhere at once; unless it is adequately considered by school people themselves it will be considered by the taxpayers.

In every field of public expenditure the world is hearing but one word today, "Cut!" Cut budgets. Cut salaries.

Economy is the god of the hour. Local, state, national and international economy.

The world today is in a negative mood. "No" is the answer to any and every suggestion of expense. It will not be enough to answer a negative with mere stubbornness. That would merely be answering one no with another. There can be only one answer to a negative. That answer is—Leadership.

People have never been, are not now and never will be satisfied to be told what *not* to do. They are always ready to follow a leader who tells them *what to do.*

Never in the world's history has there been a greater challenge to educational leadership than today. This challenge must not be accepted as an opportunity to fight those who are clamoring for the cutting of school budgets. It must be accepted as an opportunity to leaders to convince a public whose cry is: "Cut out the frills. Get back to fundamentals," that the fundamentals of this generation are not the fundamentals of the last generation. The public must be told this in a reasonable convincing way, not in a spirit of antagonism.

Schools today are carrying a heavier burden than ever before. This year in Massachusetts there are 23,000 more children in the high schools than there were two years ago. In every state in the union more children are staying in school longer and more are coming back for post-graduate work, so that the schools carry a heavier burden than heretofore.

Everybody, everywhere, must realize that the salvation of the world lies with the schools. The public must be made to realize that the schools are its best investment.

Money can be saved on school budgets without harm to the schools, and this will be done, but the tragedy is that unless school people take the initiative *at once,* the pruning and cutting will be done by men who never spent a day of their lives in a public school and whose children will never spend a day in the public schools, and these men will undertake to show educators what and how children shall be taught. They will cut expenses. That will be their sole object, and when that is accomplished their interest in the public schools will cease. Everybody thinks he knows how the schools should be run and what the schools should and should not teach.

If a store was not making money no sane person would suggest that a minister or a scientist be called in to tell the manager of the store how to run his business. Irreparable damage may be done to the schools if the public has to undertake to show educators how to save money on its schools.

I am not interested in passing judgment on the extent of possible reduction in school costs. One thing is certain. Some school costs should and will be reduced. Other school costs should and will be increased, even in this time of economy.

Educators should act *at once.*

• • •

Bookman to Statesman

ON JANUARY 1, 1933, S. C. W. Simpson retired as vice-president of the Benj. H. Sanborn Company, after thirty years of efficient service.

Last November Mr. Simpson was elected to the New Hampshire House of Representatives after an exciting campaign in which another man of his party—a most distinguished United States Senator—was defeated. We understand Mr. Simpson is slated to occupy a position of eminence in the legislature upon its organization this month.

At Christmas, 1902, Mr. Simpson came to me as a friend of the family to know which of three business propositions he should accept. Without a moment's hesitation I said: "Go with the Benj. H. Sanborn Company." On December 24, 1932, he came to tell me the details of his new plans, and to invite me to be his guest at a famous national political event.

Belding's Page

Doing the Impossible

THESE are the times when what cannot be done will be!

Difficulties are discouragements to craven souls, but are challenges to heroes. And who knows where heroes are to be found or who are heroes until the test comes?

American education has been developing leadership during several generations. And American education has been developing resourcefulness in tens of thousands of its rank and file—for every true teacher is in reality a leader.

The spirit which must be summoned forth at this present juncture is that displayed by the pioneer and the frontiersman. If easier living has tended to soften hands and hearts, the sudden shock of dangers—dangers as actual as the war whoop of Indians portended in the old days—will cause the teachers instinctively to protect the child by every means available.

The foes of education are not human beings seeking revenge for real or fancied wrongs. The foes are forces that lie deep in economics, and are worldwide rather than local. Citizens, if well informed and rightly appealed to, are loyal friends who will sacrifice much for the boys and girls. But the principal challenge to guarding the highest interests of childhood and youth in this crisis is to the teachers. Some of them have already discovered within themselves capacities unguessed before.

Yes—these are the times when what can't be done will be done, and is done.

• • •

Freedom of the College Press

UNDERGRADUATE editors of college newspapers and magazines neglect no opportunity to inscribe upon their banners the word "Liberty." College deans, meanwhile, hold widely divergent views among themselves as to the degree of liberty which should be allowed the student journalist.

The right answer seems to be contained in the single word "Responsibility." The press in all its forms is a thing so potent in its influence as to necessitate that its editors be guided at all times by a sense of responsibility.

The press is responsible, first of all, to its readers. It must deal with them sincerely, supplying them the kind of material they require. The press is responsible, secondly, to all persons mentioned in its columns. It must beware of injuring them by presenting them in false lights.

And the press is responsible, finally, to society—responsible for the effects of what it prints, upon the thoughts and actions of its readers and the community at large. In the case of a student publication, the editors should have special consideration for the good name of their institution, and for enabling it to perform its services without a heavy backwash of student opposition.

A maximum of liberty should be extended to student journalists so long as they at the same time sense their threefold responsibility and measure up to it. Only when they obviously overstep the boundaries so prescribed is there any need for a censor.

If censorship is to be avoided, self-censorship must be in constant operation.

• • •

What the Public Can Afford

THE American public, even in a time of financial distress, manages somehow to find the money for what it wants most. Shrewd merchandisers even today are able to create sudden popular demands, whether for whistling teakettles, basement bargains, or new hippodromes.

This fact is not cited to prove that all the people are well off, or that all communities can afford everything they would like to have in the line of education for their children. There are limits to what can be paid in taxes.

One thing is clear, however. Ability to pay is partly dependent on desire, and the belief that the thing purchased will be worth the price.

The problem is to show the public that it is getting its money's worth; that education for its children is essential to the well-being and happiness of community and state; and that the schools are just as ready as the most enterprising purveyors of merchandise to return more than a dollar's worth for every dollar expended.

Demand goes in waves. The schools for some years past have had a sellers' market. Now they confront a buyers' market. They must prepare and present their wares accordingly.

Anson W. Belding

Nation's Destiny Rests With Schools

By DAVID A. WARD

Superintendent, Chester, Pennsylvania

PUBLIC education is a guarantee of our existence as a nation. It assures the perpetuation of our civilized life. Whether viewed from the national, state, or local standpoint, it is the one indispensable servant of society. It is impossible for a democratic or representative government to succeed, even to exist, without an intelligent citizenship.

Education enters alike into the daily life of the individual, the activities and growth of the community, and the general welfare of the country. It is therefore not a luxury, to be sought by the wealthy, nor a convenience to be secured for its economic advantage; but it is a necessity, an essential element in the fabric of society.

The public school is the source of supply for the citizenship of the community. It is the instrument through which society maintains its industrial, economic and cultural standards by a constant supply of fresh leadership.

To be a good citizen, one must be able to support himself and his family and contribute something toward the upkeep of the civic institutions of his community and state. It is therefore necessary when training for citizenship that a practical education for industrial or economic productivity be provided. The community owes to every child an opportunity to discover and develop under favorable conditions and with competent instruction, the abilities which will enable him to meet most effectively the problems of life. No community which does not provide this opportunity can lay claim to a system of public education adequate for the highest realization of its civic life.

"The community owes to every child an opportunity to discover and develop under favorable conditions and with competent instruction, the abilities which will enable him to meet most effectively the problems of life."

Every productive citizen adds to the economic wealth of the community. It is therefore of prime importance that every individual be trained for a maximum of productive ability. But the same educational advancement that increases productive ability creates new desires and develops higher living standards. Likewise, higher educational standards result in greater capacity for consumption. Adequate education is therefore a community investment and a civic economy. Higher educational and cultural standards mean higher economic standards. Scholarship enhances resourcefulness in meeting the new demands so that life in general is on a higher plane.

Within recent years there has developed a greatly increased interest of the mass of people in public affairs, with the result that greater demands have been made on the schools. A broader conception of public education has developed. The scope of the school has been enlarged. Its curriculum has been expanded to include subjects intended to meet the needs of industry and the economic life of the community.

According to the modern conception, the function of the school is to render to the community any educational service not being performed efficiently by some other agency. The school is therefore expected to reach all classes and groups of society. It must remove illiteracy from the adult population. It must transform the habits, customs, and ideals of the foreign born to correspond with those of the useful and loyal American citizen. It must safeguard the health of the community. It must assist the shop in securing efficiency in production. It must enter the home with scientific home-making. It must analyze the capacities of youth, and direct it in its occupational choice. It must supply leadership by training for entrance into the higher and specialized forms of education. It must promote the fine arts. It must provide for the development of tastes for the highest culture and refinement. It must engender in childhood the spirit of patriotism that will insure the perpetuation of our liberal form of government; and conjointly with the church and the home, the school must stand responsible for the character of the citizenship that will preserve the peace and happiness of the home, contribute to the welfare of the community, state, and nation, and promote the peace of the world.

The school of today is preparing the citizenship of tomorrow. The children are under our care. Twenty-five years hence the prosperity of the country will be in their hands. What they do then, we determine today and during the succeeding days of their school life by the direction we give to their education. The destiny of the Republic rests with the public school.

High School Serves Three Groups

By RIDGLEY C. CLARK

Superintendent, Seymour, Connecticut

THE modern high school is a social institution, authorized and supported jointly by state and municipality for the purpose of securing a more enlightened citizenry. Attractive and capacious buildings have been erected. Throngs of eager youth flock to these buildings confidently believing that there they will receive something that will make their lives richer, happier, and more useful. Their presence is a challenge. Their need is great. This article describes an attempt to meet, at least partially, this challenge.

High School registration has increased by leaps and bounds. The probability is that in the community in which you live, high school registration has increased three or four times as rapidly as has the population. In the town of about 7,000 people of which I am writing, the census showed an increase of less than two per cent. in population between 1920 and 1930. In the meantime the high school registration had increased more than one hundred per cent. The rich man, the poor man, the beggar man, the thief, the lawyer, the doctor, the merchant, the chief—each sends his child to high school. It is not true that the high school is for the classes. Every type of social, cultural and economic background is represented in the student body of our high schools.

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Every grade of mental ability is represented. We have the genius, the bright, the mediocre, and the dull. Every emotional type is found. As a whole they are a healthy group, but all are not equally equipped physically. Far from it.

Many pupils will leave school before the end of any high school course. Others will continue and be graduated. A comparatively small percentage will enter college and become lawyers, doctors, engineers, educators, bond salesmen, book agents, and leaders in the social and economic life of the community. Some will become nurses, mechanics, stenographers, merchants, farmers. Many of these will enter their work upon graduation with little or no further formal training. By far the largest single group will take up more humble and routine, but important work.

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In the arranging of the program of studies we may consider the student body as of three groups according to their destination; the college group, the group who will enter the skilled occupations, and the general group. Each group is important. More and more I am impressed with the fact that the proper training for each child is the great present opportunity of the high school.

That the college group is important there is no question. College men and women make an outstanding contribution to society. In their enthusiasm for a change in emphasis some writers have belittled the importance of the college course. They point out that only a small number of high school graduates ever go to college. They forget the importance of the work that will be done by many of those who do. The worth of this course is not determined by the numbers who take it. The high school in most communities must prepare for college.

Most high schools are fairly well equipped to serve the small number who go to college. We follow the outline laid down by the learned doctors. We assume, rightly or wrongly, that it is satisfactory. At least it gets them there. Requirements for college admission change from time to time and will no doubt continue to do so.

The work of the high school is not done when it has prepared those who wish to go to college. Too often it is assumed that it is. Proud mayors boast that the educational facilities of the city are second to none. They prove it by stating that graduates of the local high school have made enviable records at Yale and Smith. They forget the second and third group. Many school administrators are guilty of the same error. Yet the two groups comprising those who will not go to college overwhelmingly outnumber the college group. It has been customary to steer those obviously unfitted, away from the college course. Consequently it is probable that the average intelligence in that group is higher than in the others. Yet it is a fact that many of the most intelligent will be found in these groups and that the average in the second group will not be far below. In the third group the average will be lower.

•

These groups are of tremendous importance in our social, our economic, and our civic life. I have said that each of these groups has its share of the highly intelligent. The high school cannot afford to neglect the pupil of only fair ability to do school work. In a republic such as ours, especially in municipal affairs, the persons with high intelligence do not always dom-

inate. I believe that one of our leading psychologists has discovered that the correlation between academic ability and social ability is surprisingly low. This is our common observation. I am personally acquainted with the mayors of several small cities. Only one is a college graduate. One is a book agent, one an insurance agent, one a newspaper reporter, one a rubber turner, one a merchant, and one a doctor of medicine. I believe they are good mayors. Not highly intellectual, they are men of sound moral character, good ability, social acumen, and good horse sense. They would have been bored in a college preparatory course. Such men are a deciding influence in their communities. Many state legislators and other officials are not college graduates. Certainly many minor officials are not. The high school should have something to offer the boys and girls who are to take their places in these offices. It should have something for those who are to elect them.

I am well aware of the position held by college men in business and in industry. I am equally mindful that they are in direct competition with men who are not college graduates. Many college graduates are working under non-college graduates. The non-college man is an economic influence.

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For those of the second group the high school offers some provision. We have excellent courses in stenography, typewriting, accounting. Many cities offer courses in the mechanical arts, wood working, printing, iron work, automobile repairing and the like. Most smaller cities find the cost of the mechanical courses prohibitive. There are agricultural courses in some rural districts. These are all practical courses and very popular. They serve many who can profit by the direct training offered. They do not best serve all of this group.

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For the third group and many of the second there seems to be little provision. They undertake the college preparatory work and fail, some on account of lack of ability and some because the contents of this course are wholly foreign to their interests. They study stenography though they can never reach any satisfactory degree of skill in it. They take two or three years of bookkeeping though they will never become bookkeepers. They set out on a study of science. Here is something of real interest, but it is soon complicated with mathematical formulae and jaw-breaking technical names. They hopefully enter the art course, but find that it is adapted to the needs of the pupil who has an outstanding gift, and has decided to go to art college. They take what they can get from courses which are admirably adapted to the needs of other pupils. Some stick and are graduated by kind-hearted teachers. Others become discouraged and leave.

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Thinking administrators as well as teachers have recognized this situation and striven to meet it. Courses in agriculture, mechanical arts, home economics, and the commercial subjects are a result of their efforts. Some of these call for the expenditure of considerable money. At the present time money is not available. Treasuries are depleted. There is an insistent demand for reduced budgets. The administrator who optimistically suggests costly changes at this time is probably doomed to disappointment. Even where these courses are established their value is being questioned. They require able and vigorous defence.

The great obstacle in the way of any change designed to meet this situation is the academic goal. When we talk of adapting our school to the needs of the third group we are met by the declaration that such a move will lower the standard of our school. Too often this ends the argument. I was once principal of an urban high school which taught only the most academic subjects. About half of the pupils left at the end of the first or second year and went to a commercial school where they prepared for and obtained jobs in the office of a large transportation company. I shall always remember the scorn with which my proposal to introduce commercial arithmetic, stenography, typewriting, and bookkeeping was received. "What will become of our standards!" exclaimed one board member who was considered authority because he held a professorship in a great university. I am pleased to report that after a long struggle these courses were introduced and school mortality lessened. I had a similar experience in introducing a course in agriculture in a rural high school. This may explain the fact that I sometimes shudder when I hear the words "standing of the school." Just why is the academic standing of any school more important than service rendered to the children of the people who pay the bills, thus making possible its existence? I do not believe it is. I would not do away with academic standards. If a coat does not fit all, do not throw it away. Let it be worn by one whom it does fit, and select different coats for men of different statures.

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I would not lower the standards of the school. In fact, I would raise them. Every pupil should be required to achieve as nearly as possible to his capacity. When we have in the same class in physics, for example, abilities varying from that of the potential Steinmetz to that of the most ordinary person, the chances are that the work will be adapted to the capacity of the

mythical average student. The standards cannot be so high as a college group could attain. The content will not be the most useful for the non-college people. Torn between two objectives we accomplish neither.

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In a large high school it is possible to have segregation, a class in college preparation for the college preparatory group and a class in every-day physics for the non-college group. Content can be adapted to the need of each group. This may be done in other subjects. I believe it should be. In smaller schools this plan is not feasible. Divisions would be too small and the cost too great. I am offering only a partial solution, but it seems to be a step in the right direction.

The first step is a careful study of the objectives of each course offered. These objectives should be stated in terms of desired social outcomes. It should be remembered that the purpose of the high school is to promote a useful, independent, patriotic and enlightened people. It may be that some subjects can be discarded. Better ones may be substituted. The need of some courses is common to all groups. All are alike in that they need a proper physical training and instruction in care of the body. All are to become citizens of a great republic. Moral character is desired for all. Here homogeneity ends.

•

I believe that the most conservative and most liberal will agree that all pupils can not and will not and should not go to college. For those who can and will and should, let us fulfill the requirements set down for us and at the same time give opportunity to acquire as much useful information as possible. Let us do our utmost to develop the attitudes, habits and skills which this group needs. Let some of the subjects offered be definitely college preparatory subjects. Make selection in this course as broad as is feasible but do not broaden it at the expense of the non-college group. The principal, guidance teacher or steering committee, whoever has the task of assisting pupils in their choice of subjects, may decide that these studies are suited to the needs of some pupils of other groups. I am thinking of those who are to become nurses, elementary school teachers and others whose intellectual endowment is such that they would enjoy and profit by these subjects. If there are such pupils let them enter these classes, but let it be clearly understood that the purpose of these classes is preparation for college. Better a rather narrow college preparatory course than one which dominates the whole curriculum or fails in highest accomplishment on account of the large per cent. of non-college people taking it.

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Many subjects taught in our high school are vocational. The advanced courses in bookkeeping, stenography, typewriting, printing and such subjects are justifiable only on the ground that they prepare for a definite life work. An elementary knowledge of the typewriter and moderate skill in its use may be useful to a great many people, but the skill acquired in the higher classes is necessary only to the professional typist. Let such classes be taught with definitely adopted vocational objectives.

For the people who are not going to college and will not profit by the vocational courses offered there should be courses that are not college preparatory and are not vocational. These courses should be free from college preparatory and vocational influence. Advanced bookkeeping is vocational. A knowledge of common business practice is a real need in the daily life of most people. Some science courses may be college preparatory, a knowledge and understanding of some of the common scientific facts and phenomena is a preparation for life in a scientific age. Any list of subjects that should be taught to meet the needs of the group who are to do the daily work of the nation would immediately start debate. Some of the subjects that may be adapted are civics, economics, history, science, business practice, home economics, art. The list could be lengthened indefinitely. It is neither inclusive nor infallible. The name of the course is not of so much importance as that in selecting content, method and standards the objectives should be kept clearly in mind. These people should gain in physical well-being, learn social adaptation, acquire interest in and understanding of civic problems and build up interests that should result in healthful leisure-time activities now and in adult life.

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When the pupils are graduated each diploma should name the specific course from which the pupil has graduated. Each diploma will be a certificate of honor for faithful study, but will signify a different kind of work accomplished. This may do something to dispel the illusion that every high school graduate is prepared for college. It may signify to a greater number four joyful and profitable years of school life.

Such adaptation as I have urged may be carried on without additional expense. Exceedingly important as the difference is, it is but a step from our present practice. I believe that by setting up these objectives we shall obtain better college preparation, provide better vocational education and render better service to the pupils who trust us to lead them to better living.

The Teacher's Place in the Sun

BARTON MORGAN

Iowa State College, Ames, Iowa

If you should ask John Layman to name the occupation requiring the greatest amount of skill and formal training, he would answer without batting an eye, "Surgery." It is a common belief that it requires much technical training and practice to perform operations on human beings. As a result of this belief, society demands that surgeons spend about eight years beyond high school in training for their work. After leaving school, they must have many years of practice before they are considered to be highly competent.

I approve of society's demand that surgeons be well trained and have much practice. I feel this very keenly when one of my children is on the operating table to have his tonsils removed. The child's physical well-being is involved. A mistake might result in death.

There is another profession, however, that society should be concerned about even more than surgery. This profession trains the human body to be healthy and strong but, what is much more important, it develops and directs the human soul. It deals with great human values. It shapes the future of our society and very largely determines our destiny. This is the profession of teaching.

It is more difficult to put into a child's heart the ideal of service than it is to take out his adenoids; it takes more skill to develop in him an appreciation of the good, the true and the beautiful than it does to amputate an arm or remove an appendix. It is more important that a warped personality be straightened than that a crooked leg be straightened. It is more important to develop in a child the habits of good health than it is to cut out some part of his anatomy which has become diseased because he failed to observe the habits of good health.

The work of the physician is temporary. The best that he can do is to postpone the inevitable hour in the lives of his patients. They will all pass on eventually and so will he.

The work of the true teacher goes on and on. This thought is well expressed by Daniel Webster: "If we work upon marble, it will perish; if we work on brass, time will efface it; if we rear temples, they will crumble to dust; but if we work upon immortal minds, inspire them with knowledge, with the just fear of God, and love of fellowmen, we engrave on these tablets that which will brighten through all eternity."

It will be a great day in our civilization when society recognizes fully the importance of true teaching and the great skill needed to teach effectively. When this day arrives, teachers will be as well trained as surgeons and they will occupy their rightful place in the sun.

The Challenge of the Slow Child

By WILLIAM T. BENTLEY

Principal, C. A. Daniels School, Malden, Massachusetts

IF there were no backward pupils—I do not mean mentally deficient, but those who are unable to do the work of a particular grade—at once a serious problem of school management would be dismissed from our attention. But the failing child is with us and always will be until such time as our educational policy is adapted to meet the needs of every such pupil.

Two important factors are responsible for his failures: namely, the school curriculum and the pupil himself. We might label these the external and internal factors. Let us examine each.

First, his failure is due in part to an educational curriculum suitable to the needs of a large proportion of pupils, but ill adapted to the needs of a certain group.

I am not advocating the changing of the courses in order to care for one particular group to the exclusion of the others, as for example, the exceptionally bright pupil. But I do advise quite strongly that the slow pupil, the one who will not make any attempt to enter the Senior High School, should not be obliged to "take" the same work as the average pupils and so fail to pass. Now here he is—with an I. Q. sufficiently high to keep him in the grades and yet failing in all, or nearly all, his work. Physically, apparently well; mentally, handicapped—a misfit in the early grades. A real problem, certainly. What can the school do? The teacher is bound to a more or less rigid system—so many hours, so many pages—just so much ground to be covered. Yet the problem rests largely with her. What an opportunity to give this failing pupil confidence that he can learn and do some things well! If the teacher is the type that all teachers should be, she will accept this failing child as a challenge to give the best that is in her to lead him out of his darkness into the light of understanding.

"If a pupil develops the 'I can't,' 'I know I can't' attitude, the feeling that he is being shamed by his classmates when he fails continually, it is here that the teacher's skill must come in to offer a solution."

Second, his failure is due to certain remedial defects within himself; for instance, defective hearing, poor eyesight, lack of proper food, and the resulting ill health; insufficient sleep and rest, a development of an inferiority complex, an irregular attendance, due to one or several causes, unwholesome outside surroundings, both in the home and his companions, and an unco-operative attitude on the part of the parents as well as the child.

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If his hearing is defective, the audiometer test will reveal this fact at once; if his vision is poor, the card test of letters will quickly tell; if he is not getting the right kind and the proper amounts of food, his monthly weight card will reveal; if he fails to get sufficient sleep, his general attitude in the classroom will be evidence enough; if his attendance is irregular, he may be ill, and the school nurse or physician called in; he may be truant, and the attendance officer sent to his home; or he may just not want to attend, having lost all interest. If there is an unwholesome influence in the home or among his associates, the visits of the school nurse will soon verify the fact; if the attitude on the part of the parents is unco-operative, a visit by them to the principal's office and a call on the teacher during school hours will often act as a remedy and restore lost confidence in both the school and their child. If the pupil develops the "I can't," "I know I can't" attitude, the feeling that he is being shamed by his classmates when he fails so continually, it is here that the teacher's skill must come in to offer a solution.

After making careful study of the above mentioned conditions, both with regard to the school program and to the pupil's physical, mental, and social welfare, the sincere and interested teacher will see possibilities in this failing child that she never could discern before. She will "endeavor to show him how to make the most of whatever gifts he may have, meagre though they be." She will sense her responsibility keenly, she will watch over his growth, she will feel a real affection for him—she will make him happy, and the happy child is bound to succeed.

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If he is a normal-minded pupil, under such a leader, interested not only in his school progress, but also as deeply concerned about his life outside the classroom—if he does his share and shows a like spirit of co-operation in and out of the school—then nothing can prevent his acquiring some degree of success.

Craven County Stresses Guidance

By R. S. PROCTOR
Superintendent, Craven County, North Carolina

CRAVEN COUNTY'S educational program for the year 1932-1933 has been set up in terms of a guidance viewpoint that has been evolving since 1929. The aim, or goal for the year, indicates this. The aim is: To provide for each child a program of instruction and activity in order that he may secure the greatest benefit possible from his school experience and his environment. It is realized that the aim is large, but not too large if one really has the welfare of children at heart.

In order to realize this aim as completely as possible certain factors were agreed upon at the beginning of the year as contributing to its realization. The factors are professional study, good teaching, getting acquainted with the children, guiding children, and getting acquainted with the community. These might be stated in a better order, but emphasis is upon the factors themselves, all taken together, regardless of how they come in a category.

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In order to keep alive the real spirit of education it is considered that professional growth must be a continuous process. In order to have live teachers they must grow professionally. The county's program of professional study this year is based on a consideration of excellencies and errors in teaching methods. Teachers will meet regularly in groups at the consolidated schools, and under the leadership of the principal, or some one selected by the group, the professional work will be carried on. The program will be more of the type of round-table discussions than that of formal procedure. Each teacher will contribute whatever she may in the way of solutions to problems of teaching as they arise in concrete situations. The primary, grammar grade and high school teachers are represented by committees who work with the county superintendent in planning the group meetings. Actual and immediate problems of method are considered, and the problems come from the teaching group for a round-table consideration at each meeting. It is seen that the professional study idea is a cooperative one. Teachers, principals, and superintendent are attempting to grow together.

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It is expected that out of the professional study program will come a better kind of teaching. The view-point held is that good teaching comes after a knowledge of subject matter and materials, preparation for the teaching period, and the use of the best methods are considered together in their proper relationship. Daily preparation in terms of the needs of children is urged upon all teachers. If a teacher can show a better way of doing a thing other teachers will want to know about it. Each teacher is asked to be on the lookout for a better method of doing the usual thing. Gathering and using materials is considered an essential factor in the development of better teaching methods.

Getting acquainted with the children is a goal set up for each teacher. Acquaintance goes beyond knowing well the pupils' names. The aim is to know each pupil so well that his likes and dislikes; his aptitudes, interests and abilities; and his strong and weak points are known and appreciated. Teachers are urged to realize the futility of trying to provide educational experiences for children that they do not know. Without definite knowledge about each child it is impossible to provide a program that makes it possible for the child to benefit maximally from the experiences provided for him or the experiences he himself provides.

Guiding children is basic to the program. Guidance connotes teaching in the best sense of the word. Guiding children in language experiences; guiding them in health activities; guiding them into and through exploratory fields carry a much better concept of the purposes of educational experiences than the word teaching carries. Teaching too often means too much teacher participation; whereas, guidance seems to indicate a hands-off policy as long as the child is learning and growing. Guidance in the higher grades touches, necessarily, upon the vocational aspects of life; but in the lower grades the emphasis is distinctly educational.

The last factor in the program is getting acquainted with the community. If an educational program is to meet the needs of the children of the community it is felt that not only must the children be known, but that the community must be known also. Reading, writing and arithmetic may be taught reasonably well by a teacher whose interests are limited to the classroom; but education in its broadest sense cannot be provided for the children unless the teacher knows the environment from which the children come. Therefore, home visiting is a part of the program. Visiting on the part of teachers is more than a social call. Its purpose is to learn something about conditions in the home. What kind of home? What books and periodicals are found there?

(Continued on Page 50)

THE SCHOOL FORUM

Conducted by

S. Monroe Graves, Ph. D.

The Hand at the Switchboard

THE New Year certainly brings new cheer.

Life principally is interesting in its opportunities for doing things. No individual has any greater desire, perhaps, than that of creation. If man has less need for creating machines than formerly, then he may turn his creative genius into other channels—the channels of beautification both in material and in design. Even his very machines, in some cases, may be made more beautiful, more representative of the spirit, more attractive to the soul while more serviceable to the body. Beauty, however, has other possible relationships. There is beauty in nature which one may behold in its fullest sense only if one have beauty within one's own soul. There is beauty also in the service which the unselfish mind and body may render to one's fellowmen, relieving human suffering, want, and wretchedness, wherever found.

But, someone asks: "What has all this to do with the school executive perplexed by multitudinous problems and vexed by deficiencies in human character and human understanding?" It has all in the world to do with the school executive because he, like the nerves of the body, is both afferent and efferent, in his responses to environment, and it is through work in environment that progress is made. Unsympathetic publicists may drive the school executive almost to despair because of unwarranted attacks upon educational programs and educational schedules. The executive in school work may find his motives impugned, his recommendations shunned, but after all, is not his position a very strategic one? Should he not take special delight in being the throbbing switchboard, which receives the pulsating desires of the public, redirecting such currents along new lines of transmission, giving both light and power? The youth of the land looks up to the school executive, as never before, requesting in very audible appeals that all good things be completely salvaged that youth's education amidst the storms of economic disturbances may not suffer in any essential respect. The school executive must hearken to the cry, forget himself, and fight for the right. If his own spirit is truly right the school executive will always be able to render safe and truly progressive leadership.

1. *Question*—To what extent should a school executive submit school statistics to the public?

Answer—All facts bearing upon the efficiency of the public schools should be kept constantly before the public. This is not done for the purpose of having the public do something against its will, but rather that the public, whenever it takes any cooperative action, may do so understandingly, with its own will persuaded by a knowledge of facts and a discriminative interpretation of facts.

2. *Question*—What is propaganda, and should it be used for school purposes?

Answer—"Propaganda," says Webster, is "any organization for spreading a particular doctrine or system of principles." Webster also states that propaganda is "the doctrine or principles so propagated." "Propagandism," he adds, "is zeal in propagating one's opinions."

While propaganda obviously may be misapplied, nevertheless, most of the good in the world, all of its real progress, even including its Christian fellowship and brotherly kindliness have come about because of the unmitigated zeal of scientists and publicists, as well as of prophets and of saints in propagating their opinions and their discoveries. Ghandi suffers for the "untouchables" in India. Christ gave his life on earth for the salvation of all men. Horace Mann sacrificed a brilliant legal career for the cause of education. School men everywhere must be willing to labor with voice and pen and deed in order to promote the best educational interests of the Youth of the Land.

3. *Question*—How may a school executive so conduct his information work as to secure a dynamic public interest in school facts, and a success-

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OF SCHOOL EQUIPMENT AND SERVICES

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Practical Drawing Company
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Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco

American Book Company, New York Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

The Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

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70 Fifth Avenue, New York

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Silver, Burdett and Co., Newark

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Library Equipment

GAYLORD BROS., INC.
Stockton, Calif., Syracuse, N. Y.
Furniture and Supplies
For the School Library

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C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Pictures and Prints

Hale, Cushman & Flint,
(The Medici Prints), Boston, Mass.

Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

School Photography

Wilson-Way School Photography
Cambridge, Mass.

Sound Distributing Systems

Samson Electric Co., Canton, Mass.

Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

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ful and co-operative public support for school finances?

Answer—First of all, be fair and open-minded. In the second place, present the facts so they can be understood easily by everybody, using graphs and pictures. Be careful to use language that can be understood easily. Thirdly, associate with the public very frequently, and give the public your absolute confidence. In the fourth place, have faith in your work, your public, yourself.

Our Need Today

By Superintendent W. H. Holmes
Mount Vernon, New York

I

The Lesson that we Need is white with age.
It is the Lesson of the Widow's Mite.
This Lesson has been passed from Sage to Sage.
This Lesson learned, will set the World Aright:

II

Each one must do his Part, however small,
With Head, with Hand, and Most of All with Heart.
Our Motto: All for Each and Each for All,
With Human Sharing as the Highest Art.

III

Great Fortunes must be used for Human Good.
Then Human Hearts with Happiness will teem.
Then Hatred, Greed, and Strife will be withstood,
And Brotherhood will be the End Supreme.

IV

To Learn this Lesson is our Need Today,
Both Old and Young, in Home, in Church, in School.
To All it points: the Truth, the Light, the Way,
This Simple Lesson of the Golden Rule.

BOOK TABLE

ELEMENTARY WORLD HISTORY. A Revised and Simplified Edition of "Our Old World Background." By Charles A. Beard and William C. Bagley. Cloth. 461 pages. Illustrated. New York: The Macmillan Company.

This history of civilization is a distinct creation as unlike any other as modern aviation is unlike any other mode of travel. It is geography, industry, sociology, but it is more than these, is more than history. It is the life of the people who made civilization in every stage of its progress.

It sees civilization in the love throes of its conception, in its infancy, childhood and youth, and in its parenthood.

Civilization is traced in its conquest of the world, as it made North America the most intelligent, wealthiest and most tolerant portion of the world.

It vitalizes human progress as it budded, blossomed, fruited, ripened for the harvest and the market in this world crisis.

In fewer than 500 pages this book brings to the American schools everything needed to glorify civilization as it will be when the world crisis has purified it.

WHY STUDY AND HOW. By Lilian Blum, William L. Connor and Wayne G. Smith, all of Cleveland. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

This inexpensive booklet contains a group of delightful bits of advice to students and their teachers to think of the human mind as a battery in which energy and knowledge are stored for use.

In a direct and eminently helpful way this book tells why and how to study various school subjects, as for instance, "How to Memorize a Poem."

INTRODUCTION TO BUSINESS. By John G. Kirk, director of commercial education, Philadelphia; Harold B. Buckley, supervisor of commercial education, Philadelphia; Mary A. Waesche, William Penn High School, Philadelphia. Philadelphia: The John C. Winston Company.

This John C. Winston book is of and for and by those who know the present school, industrial and social situation. It has the atmosphere, the spirit, and meets the need of 1933.

There are a multitude of pictures, each a square inch, that introduce boys and girls to things that interest them, and suggest profitable activities in field, forest and farm, in shack, shed and shop.

There is no occasion for a teacher to waste any of her time trying to introduce any child or youth to something interesting or profitable from sunrise to bedtime now that the Winstons' "Introduction to Business" is available.

A TEXTBOOK OF BOTANY FOR COLLEGE STUDENTS. By David Myers Mathers, Indiana University. Cloth. 600 pages. 542 illustrations. Philadelphia: P. Blakiston's Son and Company, Inc.

This book is as far above any adequate review as a glorious sunset is above a word picture.

Modernized appreciation of plant life as it is revealed in these pages and as studied and illuminated by the illustrations is to education what the modern microscope is to the atom and the modern telescope and electroscope are to the universes of the Milky Way.

We have reveled in its revelations with appreciative admiration of the author and publisher for making it possible to see the plant world as it is portrayed for college students of today.

We have no language that can give the faintest idea of its contribution to modern education.

ENGLISH FOR AMERICAN HIGH SCHOOLS. A Book of English Activities. By Walter Barnes, New York University. Cloth. 646 pages. New York, Chicago, San Francisco: Rand, McNally & Company.

Walter Barnes has spent a quarter of a century in the preparation of this book. I have been admiringly associated with him in all of these years.

More than any other person whom I have known as well as I have known him, Dr. Walter Barnes has lived for the sole purpose of knowing English better, of helping student teachers and teachers-in-service to know English better and love it more.

He has always wanted to write a textbook in English, but never before would it have been in any way like this. It has been clarified in every particular. He has the person who is to study this book in mind in this final analysis.

Walter Barnes retains the literary idealism and the graceful courtesy which were always his professional characteristics, and he has presented them as directly and captivatingly as though he were writing rules and regulations to be followed subserviently.

AN INTRODUCTION TO MEDIEVAL HISTORY. By D. Dymond, Goldsmith College, London, England. Cloth. 332 pages. Boston: John W. Luce and Company, Inc.

The relation of medieval history to the world crisis through which we are passing has not received adequate attention, and Mr. Dymond, of London, has rendered an important service to the new civilization by the interesting way he has analyzed, emphasized and illustrated medieval history with especial purpose to project it into the new civilization.

Books Received

"Weedon's Modern Encyclopedia." Volume I. Cleveland, Ohio: S. L. Weedon Company.

"The Child and Play." By James Edward Rogers. New York: The Century Company.

"Social Aims in a Changing World." By Walter G. Beach. Stanford University, California: Stanford University Press.

"Habits of Safety." By Gentles and Betts. New York City: The Bobbs Merrill Company.

"The Measurement of Athletic Power." By C. H. McCloy. "Greek Games." By O'Donnell and Finan. "Folk Festivals." By Shambaugh. New York City: A. S. Barnes & Company.

"Practical Arithmetic." By Van Tuyl. "Arithmetic Workbook No. 1 and No. 2." By Clifford B. Upton. "Geology, Physical and Historical." Part II. By H. F. Cleland. New York City: American Book Company.

"Drill and Test Book in English Language and Grammar." By Pitkin. Boston, Mass.: Ginn and Company.

"Guidance in Secondary Schools." By Leonard V. Koos and Grayson N. Kefauver. — "Pleasant Lands." By Arthur I. Gates and Jean Y. Ayer.— "High School English." By Henry Seidel Canby, John Baker Opdycke and Margaret Gillum.—"A Teacher's Guide Book to Activity Program." By Robert Hill Lane. New York City: The Macmillan Company.

"Pathways in Science: A Specimen Volume." By Gerald S. Craig and others. — "Bookkeeping for Today." By Fayette H. Elwell. New York City: Ginn and Company.

"Water and Sound" and "Heat and Health." By Frank Reh. New York City: American Book Company.

"Out of Doors." By Paul B. Mann and George T. Hastings. New York: Henry Holt and Company.

"One Foot on the Ground." By Ernest Cobb. New York: G. P. Putnam's Sons.

"Character Education Through Physical Education." By Jay B. Nash. — "Tap Dances." By Anne Schley Duggan. New York: A. S. Barnes and Company.

"The Library Readers." Fourth Grade. By Frank M. Rich, Martha Venables, Margaret M. Fitzpatrick and Frances J. Claxton. New York: Lyons and Carnahan.

"Adjusting the School to the Child." By Carleton Washburne. New York: World Book Company.

"Learning to Spell." Elementary and advanced books by William H. Coleman, Herman L. Donovan, George W. Frasier and Alexander J. Stoddard. Chicago: Hall and McCreary Company.

"Jobs for the College Graduate in Science." By Edward J. V. K. Menge. New York: The Bruce Publishing Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Pennsylvania Lists Economy Projects For Public Schools

HARRISBURG, Pa. — Inefficiencies of local administration add unnecessary expense in many school districts of the state, declares James N. Rule, state superintendent of public instruction, who maintains that schools exist for just one purpose — to provide efficient instruction.

In a recent statement he points to the following measures that are proposed for more economical administration of public schools in Pennsylvania.

1. Savings from permissive reductions of teachers' salaries, in two ways: One of these is to declare a moratorium on salary increments for the coming biennium, and the other is to reduce salaries for the same period by a helpful percentage. The figure for this reduction now receiving most general consideration is ten per cent.

2. A larger unit of school organization. The present small unit of school organization is both wasteful and inefficient. Out of a total of 2,587 school districts, 404 have three or fewer teachers, over 100 have but one teacher, approximately 1,100 have a population of fewer than 1,000 persons.

3.—Closer local scrutiny of school costs to insure that non-instructional costs are reduced to the minimum, such as fees to tax collectors and school treasurers, plant maintenance, general control, and capital outlay and debt service. Co-operation is assured of Department of Public Instruction with taxpayers' groups to secure balanced budgets and proper distribution of expenditures.

"Pennsylvania school costs, on the whole, are below the national average," says Superintendent Rule.

Dr. Baker to Head Massachusetts State College

SYRACUSE, N. Y.—A record of twenty years as dean of New York State College of Forestry at Syracuse University, broken only by voluntary resignation because of other business, 1928 to 1930, will be terminated February 1, 1933, when Dr. Hugh P. Baker will leave the College of Forestry to become president of the Massachusetts State College. The finality of Dr. Baker's resignation was not certain until recently, when the university accepted it.

ENGLISH TEACHING IS PIVOTAL JOB

Instructor Has Unusual Responsibilities in Highly Mechanized Age

MEMPHIS, Tenn.—"American life has undergone rapid changes in recent years, and the teaching of English has been responsive to the new trends," declares Stella S. Center, president, National Council of Teachers of English. Pointing out that society today is compact and cohesive, integrated by the telephone, the radio, television, the motion picture, travel by automobile and airplane, she says it presents a sharp contrast to the agrarian, rural life of pioneer days.

"The present industrialized social order," she continues, "presents definite problems to teachers of English who have proved themselves alert in helping young people adjust themselves to an age whose habits of work and recreation have been revolutionized by the motor.

"English instruction occupies a strategic position in the educational scheme. The materials and methods make it a co-ordinating force in the school, powerful to inaugurate the integrated school in an integrated society, the only type of school that will meet the demands of the emerging social order. Has it been good for the child to live in an educational system so highly departmentalized, where he has been treated in uncorrelated bits? Dr. Suzzallo, of the Carnegie Foundation, warns us that "the effective humanization of a child requires that every teacher who influences him have regard for his whole personality. In no other way can education fully humanize. Teachers of English need to formulate a forward looking social philosophy and orientate their teaching in this philosophy.

"In this industrialized society, driven by mechanical forces that are rapidly unifying the entire world, the role of teachers of English is to help the individual to achieve a life of intellectual and spiritual enrichment, responsive to the forces that dignify human life and contributing to the social progress of a world changing, one hopes, for the better."

Committee Makes Nation Conscious Of Its Illiterates

WASHINGTON. — The National Advisory Committee on Illiteracy "closed up shop" with the beginning of 1933, its chairman, Secretary Ray Lyman Wilbur, announced. Appointed by President Hoover in 1929, this committee now ends its work because its funds have been exhausted. The committee has tried to make the country "illiteracy conscious," and it feels it has gone a long way toward doing this.

A nation-wide organization has been set up with forty-four state branches, and twenty-three national agencies have been brought into co-operation. The committee since 1929 has sponsored seven special studies, as follows: (1) A study of techniques of teaching illiterates; (2) a survey of financial expenditures of the states for the education of adult illiterates; (3) a study of regulations and laws of municipalities and states in relation to illiterate drivers and automobile accidents; (4) a study of expectation of life of various groups of illiterates and the aggregate number of years of their potential service if educated; (5) a survey of the attitude of adult Indians toward efforts to teach them, and the rapidity with which they could learn; (6) a study of native white illiteracy in the mountains of Virginia; (7) a study of the relation of illiteracy to crime.

Tulare Adults Return to School

TULARE, Cal.—Tulare's school for adults, designed principally for parents, is opening again early this year, school officials announced. The school, established several years ago, gained for Tulare national recognition as the "town where everybody goes to school." As formerly, special arrangements will be made to care for and entertain children while their parents are at classes. The school cafeteria will provide meals for the entire family, at a small cost, and take care of the younger children later. The curriculum of the adult school includes lectures by prominent educators from all sections of California.

SCREEN AND SCHOOL

Teachers Study Standards of Pupils' Taste

NEW YORK. — A far-flung experiment to determine whether the movie habits of young America can be improved through mass education is now being conducted by the National Council of Teachers of English. Pupils in representative junior and senior high schools of twenty-five states, from New York to Utah and from Michigan to Texas, are attending current movies and discussing them in the classrooms.

Teachers are trying to see whether desirable ideals and attitudes can be developed through instruction in this way. Most American children at present choose their movies haphazardly. The teachers ask: "Can we teach boys and girls to evaluate motives, character traits and varying patterns of conduct in popular movies? Can students profitably discover in the classroom, through discussion of what they have seen in the theatre, what are the basic themes in current pictures? Shall we consider in our schools the ethical aspects of character conflicts depicted on the screens of neighborhood theatres, or shall we confine ourselves to the traditional classics of the printed page?"

To measure these possibilities, a series of suggestive rating scales, score cards, study guides, outlines, readings and bibliographies are being provided by the English council for the experimental groups. The co-operation of local theatre managers also has been enlisted. During the experimental period ending March 15, the 10,000 children involved in the experiment are being admitted to selected pictures without charge. The experimental data will be assembled and analyzed in the spring.

Chinese School System All Wrong

PEIPING.—Modern Chinese schools are producing misfits, in the opinion of Dr. P. C. Chang, prominent North China educationalist, who recently drew attention to some of the shortcomings of the Chinese educational system in a lecture here. For more than 2,000 years the Chinese student held a privileged position, Dr. Chang pointed out. The Chinese youth studies a fixed curriculum designed to fit him for political leadership or literary achievement. Nowadays China is crowded with university and middle school graduates who lack practical training, and are demanding posts they are not in the least equipped to fill. Blaming slavish imitation of the American system for the chaotic state of education in China, the Nanking Ministry of Education urges that scientific and technical training should be stressed, while courses in arts, law and political science should be either reduced or amalgamated. Universities are advised in future to concentrate upon agriculture, engineering and medicine.

S. C. W. SIMPSON

Long connected with Benj. H. Sanborn Co., becomes a law maker (see editorial, page 33.)

Pays Tuition With Potatoes

CONCORD, N. H. — Potatoes are putting at least one farmer's daughter through school in New Hampshire. It was learned that State sanction had been given to the application of a potato grower that he be permitted to pay his daughter's tuition at a normal school with his crop in lieu of cash. State Purchasing Agent Harold Cheney agreed to accept the potatoes for the school. The names of the grower and his daughter were not made public.

Canny Seniors Flunking To Stay in School

NEW BRITAIN, Conn.—The board of education was told recently in a petition signed by 118 high school students that many seniors were "deliberately flunking" to circumvent an order banning graduate courses.

The order, opposed by the signers of the petition, was issued as an economy measure. The petition said many members of the February graduating class will be unable to attend college, and that these should be permitted to take a post-graduate course rather than remain idle.

FOUNDATION GIFTS SHOW 23.7 DECLINE

NEW YORK. — Donations from American philanthropic foundations declined 23.7 per cent. in 1931 from the total of the previous year, while social welfare work filled a relatively much larger place in the distribution of funds, according to figures in the second annual study of foundation activities by the Twentieth Century Fund. The total amount disbursed by the 102 foundations included in the survey was $54,604,603.

Most of the larger agencies curtailed their gifts last year from two to forty-six per cent., though the Carnegie Corporation of New York and the Duke Endowment reported substantially increased disbursements. The two fields of medicine and public health and general education accounted for almost two-thirds of all foundation philanthropies.

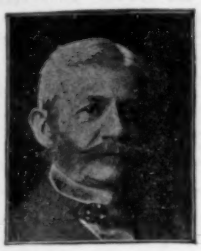
Medical education and educational research grants suffered losses of fifty-six and seventy-eight per cent., respectively. Gifts for work in the physical sciences, international relations, humanities and religion also declined sharply in relative importance.

Cut Accepted Under Protest

NEWTON, Mass.—Newton school teachers have voted to "accept under protest" the seven and one-half per cent. salary reduction announced by Mayor Sinclair Weeks for all city employes. The 500 teachers agreed in a meeting in Newton High School to accept the salary reduction, but adopted a motion sharply criticizing the school committee for immediately agreeing to the mayor's suggestion without giving the instructors an opportunity to present their case. Janitors and other school employes attended the session. The approval "under protest" was voted unanimously.

"Costs $10,000 To Raise a Child"

WASHINGTON.—Replying to the question of some childless taxpayers, "Why should I pay for the education of some one else's children?", School Life, organ of the Federal Office of Education, says a "strong answer" comes from a sociologist, Dr. Karl Edwin S. Leid, of the University of Iowa. Dr. Leid finds that it costs a typical American family $10,000 to raise a child to the age of eighteen. "This expense of perpetuating our civilization the childless taxpayer escapes completely," says the government bulletin. "He should be first to recognize the justice of the community's request that childless citizens help educate their neighbor's children by paying taxes for school support."



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Ten Words Selected As Most Beautiful

NEW YORK.—Wilfred J. Funk, poet, lexicographer and president of Funk and Wagnalls, has listed what he considers the ten most beautiful words in the English language—"beautiful in meaning and in the musical arrangement of their letters." His list, compiled after a "thorough sifting of thousands of words," follows: Dawn, hush, lullaby, murmuring, tranquil, mist, luminous, chimes, golden, melody. "The long vowel sounds and the soft consonants make these words flow smoothly," Mr. Funk said. "Beauty of sound is not enough. 'Mush' is a word pleasant to the ear, but its connotation is ugly. Beauty of meaning is not sufficient. 'Mother' is one of our most loved words, but it lacks euphony."

Wants Two New Words Put in Language

MONTREAL, P. Q.—The tourist department of the Canadian National Railways is agitating for the adoption of two new words into the language. At present there appears to be no authority for the use of a substantive or of an adjective to correspond with the word "tourist." The nearest approach is "touristry," which means the science of touring or arranging itineraries. The two words favored by the Canadian National are "touristic" and "tourism." These, it is claimed, would be logical anglicized forms of the French "touristique," which has two meanings, "pertaining to tourist traffic" and "tourist traffic considered as a whole in the general sense." If these words were introduced, it would be possible to say: "The touristic advantages are obvious; only a sound policy of tourism will bring us tourists, will cause us to be included when touristry is engaging the attention of travel-minded people in other countries."

Provide Lunches For 58,000 Pupils

NEW YORK.—Free lunches are being provided by the School Relief Committee for 58,000 needy children, the largest number ever fed by contributions of the teachers from their salaries, it was reported at a meeting of the committee. The number of children who need aid is increasing at the rate of 1,000 to 1,500 a week, but none is being turned away, George H. Chatfield, director of the relief fund, said. Since the relief work was started in October, 1930, $2,817,000 has been contributed by teachers and other employes of the board of education.

Teacher Training Classes In High Schools Cut

UTICA, N. Y.—Teachers' training classes in rural high schools probably will be discontinued at the end of this year because of the large number of teachers in the state who are without employment, Dr. Ernest Cole, deputy commissioner of education, announced at the conference of district school superintendents. The delegates selected Rochester as the place for the 1933 conference, and elected the following officers: Mark B. Furman, of Rochester, president; Miss M. Gazelle Hoffman, of Lewiston, first vice-president; Mrs. Emma C. Chase, of Monticello, secretary, and Orrin A. Kolb, of Lockport, treasurer.

Instruction in Reading Advocated for Colleges

CHICAGO.—Professor William S. Gray, of the University of Chicago's School of Education, has seriously advocated inclusion of instruction in reading in college curricula, after research into the differences in reading ability of college students and the resultant effects on their scholastic standing. "The relation between reading efficiency and academic progress," Professor Gray says, "is in general positive and significant." Professor Gray outlined a program for improvement of reading habits, which included determination of the reading efficiency of all students upon admission to college, guidance in general reading, and formation of a special remedial group for students in the lower quarter of the class, or those handicapped by unusual reading deficiencies.

Teachers Vote To Refuse Gifts

CALLICOON, N. Y.—The teachers of Callicoon unanimously decided not to accept any holiday presents from pupils, and requested that all money usually spent for gifts to them be used for the aid of the needy.

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URGES BALLYHOO TO FORM STUDENT IDEAL

MINNEAPOLIS, Minn. — Modern ballyhoo to set up a "new ideal of a student" has been urged on University of Minnesota by an undergraduate.

The institution should, wrote Thomas Gaddis in an essay, which won first place in a contest sponsored by the class of 1911, take a hint from advertising and publicity methods to build a "tradition of study and an atmosphere of scholarship."

Gaddis, first-year medical student from St. Paul, went on:—

"Let there be subtle campaigns which have as their object an unobtrusive style-setting and pace-making endeavor.

"The 'collegiate' and the 'collegian' then will be dissolved by the acids of ridicule.

"By quiet acceptance there will be erected into the student tradition a new ideal of a student who can think as well as drink, who can manipulate theories as well as campus politics, who can write and speak as ably as he can manage his co-ed or his car, who can carry out a project in his course as competently as he can engineer a house party."

Payson Smith Defends Modern Subjects

BOSTON.—Modern subjects in the present school curriculum were defended as more essential than "sixteenth-century subjects," because they "represent the needs of a modern child in a modern world," by Dr. Payson Smith, Massachusetts State Commissioner of Education, at a dinner of the Boston Teachers' Club. Among these he included music, art, manual training, vocational and physical education. "The study of medieval and ancient history is a fad as taught now," Dr. Smith said. "College language requirements, such as Latin, Greek and modern languages, are futile. In the mechanics of certain subjects great changes can be made without harm. We should devote more time to English and composition rather than to the drill of the so-called language arts."

Mexico City Has Many Linguists

MEXICO CITY.—That every fifteenth person met on Mexico City's streets speaks Spanish and at least one foreign language or Indian dialect, is revealed in a recent census of the capital's 1,076,276 inhabitants. This survey brings to light the fact that there are 43,393, or 3.84 per cent., who can speak Spanish and one foreign tongue; 3,314 speak Spanish and two foreign languages; while there are 2,627 who command Spanish and three other languages; 14,478 speak Spanish and one Indian dialect; twenty-four speak Spanish and two Mexican-Indian dialects, and there is one person on record who boasts of knowing the mother tongue and three Indian dialects. Mexico City, situated in approximately the geographical centre of the country, and not having direct contact with foreign countries which seaports enjoy, is a city of lingual accomplishments, none the less. This is borne out by the fact that over fifty per cent. of its police force are bilinguists. For the accommodation of tourists, these police linguists are distinguished by flag chevrons worn on the arm to show the languages they know.

Chile Fights Reds With Salary Increase

SANTIAGO, Chile. — Sweeping changes in Chile's educational system will be made by the Department of Education during the present vacation period, as a result of the revelations that extremists now control or strongly influence the various teachers' organizations. The fight on communism in the schools began under former President Juan E. Montero, but the many changes of government since he was ousted from office have increased the difficulties between the Department of Education and the teachers. Communist propaganda has been unearthed in nearly every province where there is a unit of the teachers' associations, the department has revealed. The government has announced plans to sweep through the corps of teachers with a hard hand, displacing hundreds and transferring hundreds more to new districts. A slight increase in salaries will be ordered to prevent the agitators from obtaining new converts among the more conservative teachers.

Favors Renaming Connecticut Aggie

STORRS, Conn. — Connecticut Agricultural College is described as virtually at the limit of its facilities, by Dr. Charles C. McCracken, in his biennial report forwarded to Governor Wilbur L. Cross. "We have practically reached our limit of facilities," Dr. McCracken said, in outlining the college's construction needs. He reported the increase in enrollment raises an "imperative and embarrassing" question relative to the demands for admission next September. Dr. McCracken indicated he favored a new name for the college, which "will express the importance which Connecticut has always placed upon education, and that will lend a dignity comparable to the name of the state itself." A special legislative committee is considering this proposal.

BACHELOR'S DEGREE NO LONGER OPENS DOORS

NORTHAMPTON, Mass. — A bachelor's degree, long cherished in the eyes of young women college undergraduates, no longer is sufficient to open the doors to paying positions in the business and professional world, Dr. Mabelle B. Blake, personnel director at Smith, announced in a recent report.

Dr. Blake, whose department has more than 3,000 interviews with young students a year, said that young women must have advanced training today if they want a good job, and that most of the students are preparing for it.

"Before the depression," Dr. Blake said, "there was a considerable variety of openings available to college graduates without specialized training. There are openings in department stores, in teaching positions, and some in libraries and business offices.

"Many students graduated with little idea as to what type of work they wished to undertake. Records show that in the past graduates took positions which were in the line of least resistance, remaining in them a year or two, then sought advanced training in order to enter one of the professions or a more highly-skilled occupation.

"Today there are practically no paid positions open to the graduate who possesses only her degree of bachelor of arts. A large percentage of the next graduating class will begin advanced training immediately without the experimental period."

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Survey Indicates Extent of Reductions

WASHINGTON.—Reports to the Federal Office of Education indicate that teachers' salaries in cities of more than 100,000 population have been cut an average of about five per cent. for the current year. Expenditures for capital outlay, such as new buildings, have been reduced more than thirty-seven per cent. Current expenditure reductions have varied from 1.5 per cent. in the North Atlantic States, to 20.5 per cent. in the South Central group. The survey indicates that the size of the teaching staff in cities of more than 100,000 has been reduced an average of 2.13 per cent. while school enrollment has increased 1.39 per cent. The latter means an increase of 240 pupils in an enrollment of 17,500. In a western city, where the increase was 5.45 per cent, this means about 950 pupils. The reports indicate that the assessed value of property yielding school funds has decreased 7.5 per cent. About two-thirds of 478 cities, with populations of from 10,000 to 100,000, report that some services of the schools have been curtailed or abandoned. A few schools, however, have increased services.

Cites Ignorance Of College Men

CHICAGO.—The ordinary college graduate lacks a lot of simple knowledge, said Professor Z. Chafee, Jr., of Harvard University, here attending sessions of the Association of American Law Schools. His remarks are included in the report of the committee on curriculum given at the meeting. He said: "At Harvard Law School any allusion to science, literature or history is sure to be meaningless to half the college graduates in the classroom. An occasional call for a show of hands has revealed only a scattered few who had read Pickwick Papers. And the use of the relatives of Romeo and Juliet to clarify (supposedly) a complicated pedigree case led to an overheated conversation between two students: 'Who were these Montagues and Capulets, anyhow?'"

Junior Highs Do Not Increase Costs

BOSTON.—An answer to the claim that junior high school units in the Massachusetts public education system have increased the cost of education is contained in a statement of the State Department of Education, giving the results of a survey made in Massachusetts by Wilbur I. Gooch, employed by the Federal Government in making a study of secondary education in the United States. Mr. Gooch found in general the cost was no greater in cities and towns having a junior high system.

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Grins Between Grinds

Call Him Off

A Scotchman was strolling along the quay one day, when his dog stopped beside a basketful of live lobsters. Immediately one of the lobsters snapped its claws on the dog's tail, and the surprised collie dashed off through the street yelling with pain.

The fishmonger for a moment was speechless with indignation. Then, turning to his prospective customer, he bawled: "Mon, mon, whustle to yer dog! Whustle to yer dog!"

"Hoots, mon," returned the other, complacently, "whustle to yer lobster."

• •

Loud Was His Silence

The famous lawyer, after arguing heatedly with the judge only to be overruled, turned his back upon the bench, and deliberately walked away.

"Are you trying, sir, to show your contempt for this court?" thundered the judge.

"No, your honor," was the calm reply. "I am trying to conceal it."

• •

He Fooled Her

A mother took her young hopeful downtown to see a department store Santa. The youngster hadn't confided any of his Christmas wishes to her, so she tried to listen to his conversation with the good saint, but they conversed in whispers.

On the way home the mother asked her son what he had told Santa to bring him, but he refused to reveal a word of their talk.

"You wait till Christmas morning," said he, "and you'll find out."

• •

Medical Case

A young woman was troubled with a boil on her knee, which got so bad that she thought it necessary to call in a doctor.

She had formed a dislike for the family doctor, so her father suggested several others, and finally said he would call in the man with the homeopathic case who passed the house every day.

They kept a lookout for him, and when he came along he was called in. The young woman modestly showed him the disabled member.

The little man looked at it and said: "Why, that's pretty bad."

"Well," said the girl, "what must I do?"

"If I were you," he answered, "I'd send for a doctor. I'm a piano tuner."